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ABSTRACT

The annotated bibliography provides information on commercially prepared materials that can be used in classrooms at all levels where English is taught as a second language. Twenty-four textbook series are described, arranged alphabetically by title. The listing is preceded by a categorization of the series by their content and focus: functional/grammatical, functional only, grammatical only, academic language, and informal, conversational language. The series are also categorized by the age and grade level for which they are appropriate. The listing for each series includes the title, author, publisher's name and address, the materials available in the series, age level, proficiency level, the format of each component in the series, and its strengths. (MSE)

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Ohio Dept. of Education

Revised 1986

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INTRODUCTION

Purpose of Bibliography

The goal of this publication is to provide information about commercially prepared materials that can be used in classrooms where English as a second language (ESL) is taught. It is hoped that the information will serve as a guide to those persons who must make decisions about resources to be used in programs designed to serve limited English proficient (LEP) students.

The twenty-four series that are reviewed in this bibliography do not comprise a comprehensive list of all the ESL materials that are currently available; however, they represent a sample of the kinds of texts and supplementary aids that are available commercially. It must also be remembered that LEP students have varied past experiences and interests. Therefore, one set of textbooks with its corresponding ancillary material cannot be expected to meet all of the needs of all the students or capitalize on all of their strengths. Likewise, this bibliography should not be used as the sole source of information for making decisions about the purchase of ESL materials for a particular program. Rather, it should be considered as an aid in the initial stage of the process of selecting texts, teachers' guides, visual and audio materials, workbooks, and other commercial resources for an ESL class.

Persons who wish to review in detail one or more series are encouraged to contact the LAU Center, Division of Equal Educational Opportunities, Ohio Department of Education, 65 South Front Street, Room 416, Columbus, Ohio 43266-0308 (Telephone No. 614-466-4109). A library located at that agency contains sample copies of all the series mentioned in this bibliography as well as other ESL materials.

Intended Audience

Persons who might find the information offered in this bibliography useful in selecting commercial ESL materials for specific groups of LEP students include the following:

—school administrators
—ESL program administrators
—ESL teachers
—curriculum specialists
— teachers who have one or more LEP students in a regular classroom setting
— tutors of LEP students
— high school age and adult LEP students
— teachers' aides who are assigned LEP students

Organization of the Bibliography

In order to assist in the efficient use of this bibliography, titles of commercial ESL materials are grouped according to different sets of categories in Section I. By referring to the groupings, readers can decide which series would potentially serve the specific needs of groups of LEP students. Further information about the series could then be gained by reviewing the detailed descriptions that appear in the second section.

Each description in Section II contains the following information: title of the series being reviewed, name(s) of the author(s) or editor(s), name and address of the publisher, a summary of the series' format, and a list of the series' strengths.

CATEGORIZATION OF ESL SERIES

Content and Focus of Texts

I. FUNCTIONAL/GRAMMATICAL

Series that combine functional language exercises (focusing on conveying meaning) with mechanical grammar drills (focusing on correct grammatical forms):

—Access To English As A Second Language
—English Alfa
—English for a Changing World
—English That Works
—I Like English
—Lado English Series
—Modern American English
—Welcome To English (Chapman/Lismore)
—World English
—Bridges To English
—English Around The World
—English Survival Series
—Everyday English
—Intermediate English
—Laubach Way To English
—Practical English
—Welcome To English (Sheeler)

II. FUNCTIONAL

Series that focus on developing functional language skills:

—Contemporary American English
—In Touch
—Listening In And Speaking Out
—English Across The Curriculum
—In Tune
—New Horizons In English

III. GRAMMATICAL

Series that focus on developing grammatical skills:

—Language Is You

IV. ACADEMIC LANGUAGE

Series that provide students with the opportunity to practice language skills needed to perform both oral and written assignments related to academic subject matter:

—English Across The Curriculum
—English Around The World
—Everyday English
—Welcome To English (Chapman/Lismore)
—English Alfa
—English Survival Series
—Language Is You

V. NATURAL

Series that provide examples of natural, informal English that is typically spoken by native speakers in everyday conversations:

—In Touch
—Intermediate English
—New Horizons In English
—In Tune
—Listening In And Speaking Out
—World English

Age and Grade Level for Which Texts Are Suitable

Grade/Age Level

Grades K - 3

—English Around The World
—I Like English
—Welcome To English (Chapman/Lismore)

Grades 4 - 6

—English Around The World
—English Survival Series
—Welcome To English (Chapman/Lismore)
—I Like English

Grades 7 - 9

—Contemporary American English
—English For A Changing World
—Language Is You
—English Across The Curriculum
—English Survival Series
—English Alfa
—Everyday English
—Laubach Way To English

Grades 10 - 12

—Access To English As A Second Language
—English Across The Curriculum
—English Survival Series
—In Touch
—Language Is You
—Modern American English
—Welcome to English (Sheeler)
—Bridges To English
—English Alfa
—English That Works
—Intermediate English
—Laubach Way To English
—New Horizons In English
—Contemporary American English
—English For A Changing World
—Everyday English
—Lado English Series
—Listening In And Speaking Out
—Practical English
—World English

Adults

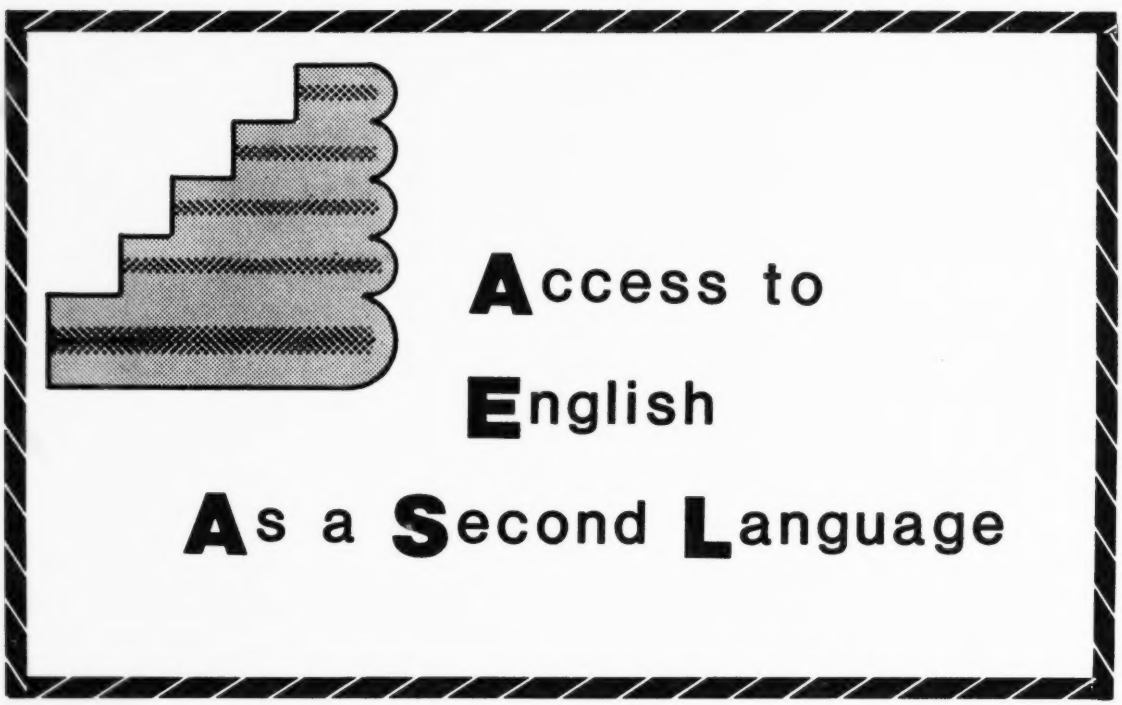
—Access To English As A Second Language
—English Alfa
—English That Works
—In Tune
—Language Is You
—Modern American English
—Welcome To English (Sheeler)
—Bridges To English
—English For A Changing World
—Everyday English
—Intermediate English
—Laubach Way To English
—New Horizons In English
—Contemporary American English
—English Survival Series
—In Touch
—Lado English Series
—Listening In And Speaking Out
—Practical English
—World English

NOTE: The criteria used to place a series in one of the above categories are the judged appropriateness of vocabulary, content, theme and suggested classroom activities for the indicated grade/age level. However, the fact that a series has been designated for junior high school students, for example, does not necessarily mean that the material will relate to the interests and experiences of every group 13 to 15-year-old learners.

TITLE: ACCESS TO ENGLISH AS A SECOND LANGUAGE

AUTHOR(S): Robert G. Breckenridge

PUBLISHER: McGraw-Hill, Inc.
Distribution Center
Manchester Road
Manchester, Missouri 63011



MATERIALS AVAILABLE: 2 student books, Access to English as a Second Language 1 and 2
2 workbooks
2 instructor's manuals
2 sets of flashcards

AGE LEVEL: High school students and adults

PROFICIENCY LEVEL: Beginner to intermediate

FORMAT: I. Text

A. Listening drills (Book 1 only)
—students listen to and repeat words that focus on minimal pairs of phonemes, such as "eat," and "it," "tin" and "sin"

B. Reading passages
—written information providing a continual development of the story of two families living in a town in the United States

C. Content questions based on the readings

D. Conversations
—dialogs which are to be memorized by the students and practiced in pairs

E. Grammar notes
—explanations and illustrated examples of the structures presented in the lesson

F. Picture drills
—oral exercises in which students practice answering or making statements based on a set of flashcards.

G. Substitution and transformation drills
—exercises focusing on the oral manipulation of specific grammatical structures

H. Writing practice
—fill-in the blank exercises

I. Situational practices
—suggestions for guided oral and written communicative language exercises, such as identifying actions performed by fellow students, participating in role-playing situations, and producing original scripts for dialogs

II. Workbook
—exercises that reinforce the content and grammatical patterns presented in the texts, such as controlled writing practices (for example, sentence completions and sentence transformations), listening practices (writing answers to oral questions based on pictures, identifying sentence types and parts of speech used in sentences spoken by the instructor, and writing down dictated sentences), and guided and free composition practice.

STRENGTHS: —The communicative aspect of language is integrated with a controlled development of pronunciation, vocabulary and grammatical structures.

—Learned structures are constantly reinforced.

—Students have the opportunity to relate some of the exercises to their own interests and experiences.

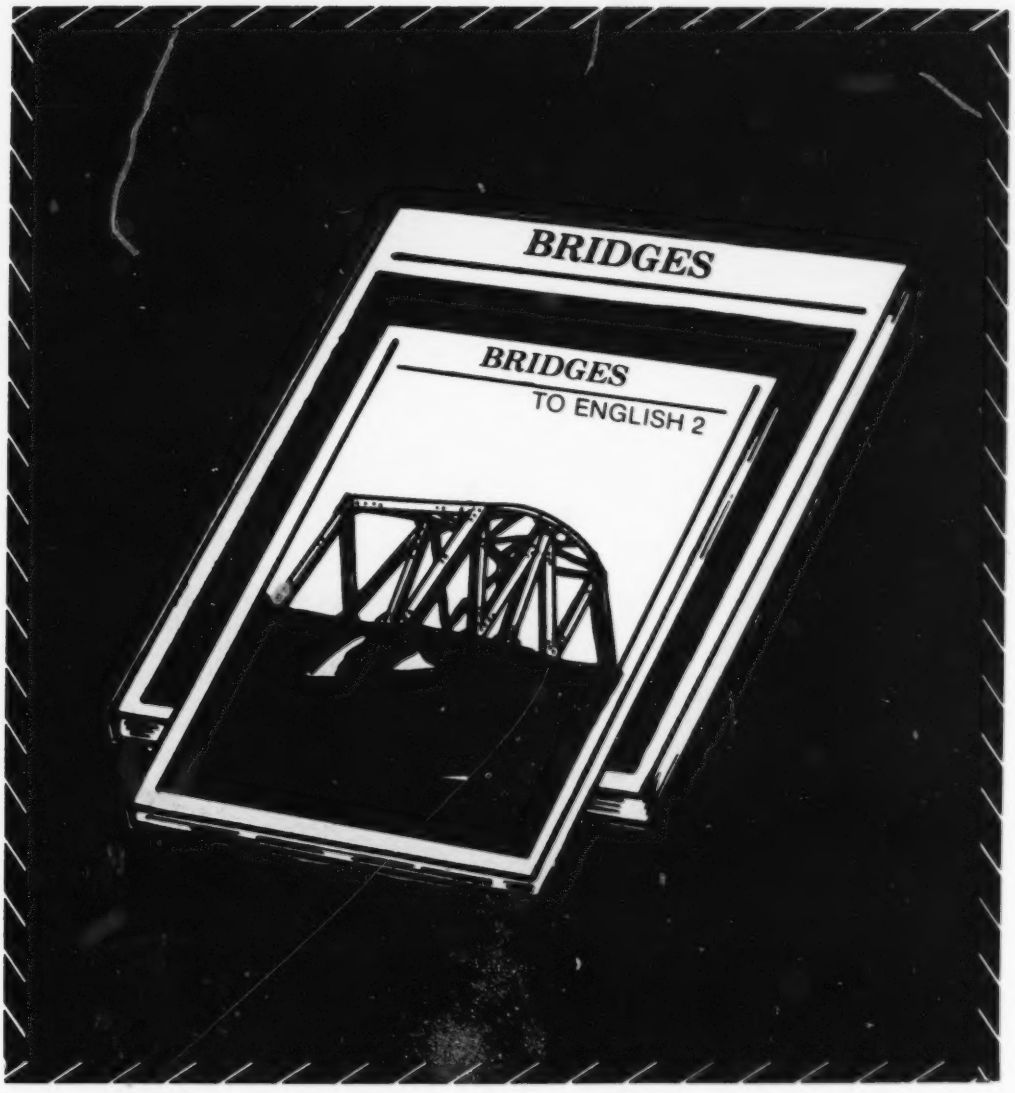
—Both oral and written communication skills are given attention.

—Exercises involve using language for meaningful communication as well as for the meaningful drilling of grammatical structures.

TITLE: BRIDGES TO ENGLISH

AUTHOR(S): Protase E. Woodford and Doris Kernan

PUBLISHER: McGraw-Hill, Inc.
Distribution Center
Manchester Road
Manchester, Missouri 63011



MATERIALS AVAILABLE: 6 student books, Bridges to English 1-6
6 workbooks
6 teacher's manuals
2 sets of pre-recorded cassette tapes (books 1 and 2)

AGE LEVEL: High school and adults

PROFICIENCY LEVEL: Beginner to advanced

FORMAT: I. Text

A. Presentation of content
—series of illustrated statements, dialogs and reading passages.

B. Follow-up exercises
—writing answers to questions testing comprehension of the presented material

—participating in grammar drills, such as writing sentence transformations, making word substitutions within given sentences, completing sentences with appropriate words and rewriting sentences according to modeled patterns

C. Written and oral review practices

D. Graphic summary of grammatical structures

II. Workbook
—a variety of written grammar drills, inlcuding completing sentences with appropriate words, answering questions according to modeled patterns, substituting words in given sentences and transforming sentences to indicated forms

STRENGTHS: —The series include exercises involving the use of language for meaningful communication, such as answering questions about the content of a reading passage or answering personal questions. In addition, mechanical grammar drills, such as changing sentences in the present tense to sentences in the past tense are provided.

—Both syntax and vocabulary are presented in a sequenced and controlled format.

—Much of the language is presented within a specific context.

—The reading passages contain information dealing with cultural aspects of adult life.

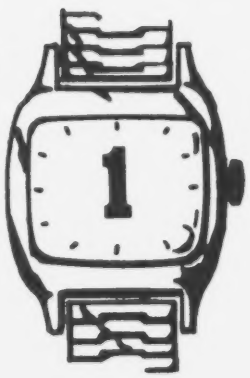
TITLE: CONTEMPORARY AMERICAN ENGLISH

AUTHOR(S): R. Rossner, P. Shaw, J. Shepherd and J. Taylor

PUBLISHER: Melton Peninsula, Inc. and
The MacMillan Press, Ltd.
1949 Stemmons Freeway, Suite 690
Dallas, Texas 75207

CONTEMPORARY ENGLISH

STUDENT'S WORKBOOK



MATERIALS AVAILABLE: 2 student books, Contemporary American English 1 and 2
2 student workbooks
2 teacher's manuals
2 pre-recorded cassette tapes

AGE LEVEL: Junior high school students and above, including adults

PROFICIENCY LEVEL: Beginner to advanced

FORMAT: I. Text

A. Presentation of content
—written information ranging from a list of vocabulary words to several paragraphs accompanied by graphics, including drawings, maps, charts, photographs and diagrams.

B. Oral exercises based on the presented content—
—repeating vocabulary spoken by the instructor

—listening to oral statements (spoken by the instructor or from the pre-recorded cassettes) and indicating their relationship to the presented content

—acting out given dialogs with fellow students

—producing oral statements according to given models using cues

—asking for and giving information about the indicated topic

C. Written Exercises
—completing written sentences by filling in the blanks

—writing answers to written questions about written passages

D. Presentation of grammar
—summary of certain grammatical structures

II. Workbook

A. Structured writing exercises
—ordering sentences into logical and correct syntactical sequence

—cloze-type exercises using contextual clues

B. Semi-structured writing exercises
—completing given written sentences with original endings

—writing original short paragraphs about given topics

STRENGTHS: —Vocabulary and syntax are controlled, yet always presented within a meaningful context.

—There are opportunities for students to practice oral as well as written skills.

—Academic communication skills are given attention.

—Information about American culture is provided.

—Content material is presented in a variety of ways, permitting the series to have potential appeal to students with varied interests.

—There are exercises suitable for students functioning at diverse skill levels.

TITLE: ENGLISH ACROSS THE CURRICULUM

AUTHOR(S): Margaret Martin Maggs

PUBLISHER: Voluntad Publishers, Inc.
(A Division of National Textbook Co.)
4225 West Touhy Avenue
Lincolnwood, Illinois 60645

MATERIALS AVAILABLE: 3 student books, English Across the Curriculum 1-3
1 teacher's manual

AGE LEVEL: Junior and senior high school

PROFICIENCY LEVEL: Beginner to advanced

FORMAT:

A. Presentation of content
—written explanation of basic terms, expressions, and/or procedures students need to master in order to complete academic tasks successfully in English

—academic areas covered include the following:

Book I —common vocabulary pertaining to subject matter, such as social studies, math, science, shop, art, and English

Book II —terms and procedures for using reference materials, taking tests, and doing homework.

Book III —synonyms and antonyms of subject matter vocabulary, information about different levels of meaning in written passages, such as literal and figurative, and practice in interpreting charts, diagrams, and schedules.

B. Follow-up exercises
—written exercises which reinforce the stated explanations, for example, sentence completions, filling in the blanks, multiple choice selections, matching exercises and answering questions.

STRENGTHS:

—Students have the opportunity to practice written academic skills needed in school.

—The language presented deals with subject matter that most junior and senior high school students in the United States are expected to study.

—The exercises provided in the series stress the meaning of language.

—Book I contains many pictures to support the context of the presented language.

TITLE: ENGLISH ALFA

AUTHOR(S): Kenton Sutherland

PUBLISHER: Houghton Mifflin Company
One Beacon Street
Boston, Massachusetts 02107

MATERIALS AVAILABLE: 6 student books, English Alfa 1-6
6 workbooks
6 teacher's manuals
30 pre-recorded cassette tapes,
4 each for Books 1 and 2,
5 each for books 3 and 4, and
3 each for books 5 and 6

AGE LEVEL: Junior high school students and above, including adults

PROFICIENCY LEVEL: Beginner to advanced

FORMAT: I. Text

A. Presentation of content
—questions, statements, dialogs and reading passages, accompanied by illustrations, which introduce grammatical structures and functional language in a situational context

—Books 5 and 6 contain longer reading passages and short stories that serve as bases for the practice of advanced writing and reading skills

B. Follow-up reading and writing exercises
—activities focusing on both content and specific grammatical structures include completing sentences by filling in blanks, writing answers to questions, completing sentences by selecting from multiple choices, matching synonyms, and punctuating sentences

—beginning with Book 4, exercises also include guided composition practice

C. Follow-up oral exercises
—working in pairs or small groups, students engage in guided conversations relating to the content and grammatical structures presented in the unit

D. Grammar
—examples of usage and summary explanations of grammatical structures

E. Review (Books 1-3)
—language patterns already introduced are presented in new situations

F. "Extra" (Books 4-6)
—Additional short readings derived from the context of the lesson

G. Unit tests
—students review the materials of the lesson by completing multiple choice sentences, filling in the blanks, rewriting sentences, etc.

II. Workbooks
—additional reading, writing and listening exercises related to corresponding lessons in the texts

STRENGTHS: —Functional language, such as making excuses, comparing likes and dislikes, making a schedule, asking for information, describing something and telling a story are identified and practiced.

—Advanced literary skills, such as interpreting metaphors, recognizing persuasive writing and understanding poetry are given special attention in Books 5 and 6.

—Grammatical structures are first presented in a situational context before being isolated and explained.

—Content and syntax are presented in a controlled and sequential format.

—Students have the opportunity to relate some of the exercises to their own interests and experience.

—Opportunities for meaningful oral communication practices between peers are provided in each lesson.

TITLE: ENGLISH AROUND THE WORLD

AUTHOR(S): Ronald Wardhaugh, William F. Marquardt, Jean Miller and Eleanore Hosman

PUBLISHER: Scott, Foresman and Company
1900 East Lake Avenue
Glenville, Illinois 60025

MATERIALS AVAILABLE:
6 student skillbooks, English Around the World, Levels 1-6
6 teacher's guidebooks
6 activities books with supplemental tests
16 posters (to be used with Levels 1, 2)
224 display cards (to be used with Levels 1, 2 and 3)
506 word cards (to be used with Levels 2 and 3)
1 pre-recorded cassette tape (to be used with Levels 1 and 2)

AGE LEVEL: Elementary school

PROFICIENCY LEVEL: Beginner to advanced

FORMAT: I. Teacher's Guidebook

—each guidebook contains detailed lesson plans focusing on specific skills and vocabulary

—at the beginning of each lesson, the aims of the lesson, the new vocabulary, and the new sentence patterns are given, along with the materials to be used

—The lesson plan provides techniques and suggestions for the basic presentation of each page in the skillbook and activities book; guides are also provided for the use of posters, display cards and word cards

—the teaching format is divided into brief activities in which students observe and use functional language containing the new vocabulary and grammatical structures—for example, the teacher and students discuss what the various animals in one of the posters are doing, thus practicing the present progressive tense and diverse action verbs

—pronunciation drills, dialogs, songs, games and poems are included in the lesson plans

—each guidebook contains an index of skills that are presented throughout the lesson of a particular level

—each guidebook also contains several professional articles written by language experts and teachers focusing on different aspects of language teaching and language learning (Levels 1-3)

II. Skillsbook

—illustrations in both color and black and white with no printed content (Level 1 and the first part of Level 2) which can be used as bases for oral communication practice, such as descriptive, narrative, storytelling, and question and answer exercises

—vocabulary words, phrases, statements and stories accompanied by illustrations, as well as pages containing written exercises, such as filling in the blanks to complete sentences, multiple choice exercises, sentence expansions, and producing original sentences containing indicated words

III. Activities Books with Supplemental Tests

—material for students to color, cut out, mark, manipulate (Levels 1, 2, and 3) and read (Levels 2 and 3) as they talk in English

—frequent tests used to check students' progress in speaking (Levels 1, 2 and 3) and reading (Levels 2 and 3) English

—exercised based on the skills presented in the skillsbook and guidebooks (Levels 4, 5 and 6)

STRENGTHS: —Vocabulary and grammatical structures are presented in a sequenced and controlled format.

—The teacher's guidebooks contain many suggestions for incorporating visual aids, concrete materials, and physical actions into the presentation and practice of language communication skills, especially in the first three levels.

—The reading passages in Levels 4, 5 and 6 introduce concepts for the appreciation of other cultures, social values, and lessons from history.

—Suggested activities stress the meaning of the language as well as the grammatical structure.

—Teachers have the option of selecting from among various suggested activities for each lesson.

TITLE: ENGLISH FOR A CHANGING WORLD

AUTHOR(S): Caroline Banks, Sandra Briggs, Jann Huizenga, Constance Peterson and Judy Veramendi

PUBLISHER: Scott, Foresman and Company
1900 East Lake Avenue
Glenview, Illinois 60025

MATERIALS AVAILABLE: 6 student books, English for a Changing World 1-6
6 cue books, 1 for each student book (each student has a copy)
6 teacher annotated editions
6 exercise books
pre-recorded cassette tapes

AGE LEVEL: Junior high school and above, including adults

PROFICIENCY LEVEL: Beginner to advanced

FORMAT: I. Text

A. Presentation of content material
—written information presented in one of a variety of forms, including illustrated dialogs, letters and notes, job applications, short plays and reading passages

—vocabulary list containing new words (Book 2 also gives parts of speech and examples of usage, and Books 3 to 6 include definitions)

B. Pronunciation
—specific consonant and vowel sounds in Books 1 to 3

C. Content practice
—written questions relating to the presented content, beginning with Book 2

D. Grammar
—Explanations and examples of usage of specific grammatical structures

E. Oral exercises
—drills focusing on the practice of specific grammatical structures or the use of certain words and phrases, including sentence transformations using given cues, answering questions about pictures in the text or cue book, filling in blanks with words from a given list, forming sentences according to a given model, and completing sentences with the correct form of a given base word

F. Communication practice
—guided conversations (Books 1-3), in which pairs of students practice making subsitutions in a given dialog using picture cues

—open conversations (Books 1-3), in which pairs of students create dialogs based on given instructions

—guided writing exercises (Books 2-6)

—giving opinions (Book 3), in which students give oral and written personal responses to given questions

G. Self test
—short written exercises based on material presented in the lesson which provide self evaluation of progress

H. Extension activities (these appear only in the teacher's manuals for Books 4-6)
—sentence study, in which students identify the different components of sentences written on the blackboard

—dictation, in which students write sentences dictated by the teacher

—guided writing practices

—games, plays and other activities used to reinforce oral language skills

II. Exercise books
—guided practices in writing, ranging from simple sentence completion and word puzzles to original compositions

III. Cue books
—booklet included with each text, containing pictures to be used to provide context to certain drills

STRENGTHS: —The language content is presented within a real life situational and contextual frame.

—The content and syntax are presented in a sequenced format.

—The text and collateral materials provide opportunities for the practice of both oral and written communication skills.

—Many of the drills emphasize both appropriate syntax and language for meaning.

—Students have the opportunity to relate communication practices to their personal interests and experiences.

—Opportunities for practice among peers are provided.

—The visual material in the cue books is practical and colorful.

—Previously introduced material is recycled in new settings to provide for reinforcement and review of learned concepts.

TITLE: ENGLISH SURVIVAL SERIES

AUTHOR(S): Margaret Martin Maggs

PUBLISHER: Voluntad Publishers, Inc.
A subsidiary of National Textbook Company
8259 Niles Center Road
Skokie, Illinois 60077

MATERIALS AVAILABLE: 12 student books—
Identifying Main Ideas, Levels A, B, C
Recognizing Details, Levels A, B, C
Building Vocabulary, Levels A, B, C
Writing Sentences and Paragraphs, Levels A, B, C
4 teacher's manuals, 1 for each group of student books

AGE LEVEL: Middle grade students and above, including adults

PROFICIENCY LEVEL: Beginner to intermediate

FORMAT:

A. Presentation of written content
—vocabulary words and/or information in sentence or paragraph form accompanied by pictures relating to specific themes

—the themes presented in each of the four books at each level are the same, for example, Chapter 1 of Level B of each set of books deals with the theme of "Sports"

B. Exercises based on the presented content
—exercises in the Identifying Main Ideas and Recognizing Details books involve completing written multiple choice questions based on the content of the presented material

—exercises in the Building Vocabulary book include written substitution drills and drills where words are written using certain cues, such as incorrect letter order, parts of the word, and mispelled words

—in the Writing Sentences and Paragraphs books, exercises include completing written sentences by selecting appropriate sentence endings, filling in blanks with appropriate words (a cloze-type activity), writing guided compositions based on given questions, and writing free compositions on a given topic

STRENGTHS: —Teachers and students have the option of concentrating on one specific language skill at a time, or of integrating the practice of diverse reading and writing skills around a common content theme.

—There are opportunities to practice both "passive" language tasks, such as recognizing details in a written paragraph, and "active" language skills, such as producing written compositions.

—*Vocabulary and grammatical structures are presented in a controlled, sequenced* manner.

TITLE: ENGLISH THAT WORKS

AUTHOR(S): K. Lynn Savage, Mamie How, and Ellen Lai-shan Yeung

PUBLISHER: Scott, Foresman and Company
Lifelong Learning Division
1900 East Lake Avenue
Glenview, Illinois 60025

MATERIALS AVAILABLE: 2 student books, English That Works, 1 and 2
2 instructor's editions
150 flashcards for Book 1
186 flashcards for Book 2
12 pre-recorded cassette tapes, 6 for each book
Cultural notes booklets in Spanish, Chinese and Vietnamese

AGE LEVEL: High school students and adults

PROFICIENCY LEVEL: Intermediate to advanced

FORMAT: I. Text

A. Presentation of content
—short illustrated dialogs that highlight specific grammar points, the relationship between contractions and full forms, or certain key vocabulary

—longer dialogs in the context of a general survival skill, such as interpreting and making use of bus schedules

—words or phrases accompanied by illustrations that can replace underlined items in the dialog

B. Exercises based on the presented content, grammatical structures and vocabulary
—students write answers to questions about illustrations (Book 1)

—students write both structured compositions and original compositions about a given topic (Book 2)

C. Tasks requiring students to relate learned structures and vocabulary to real life skills, such as finding and describing information in the classified section of a newspaper.
—practical reading and writing activities that students complete both individually and in pairs

—communication practice in which students share information about their own lives and specific situations in their community, many times with the aid of local resources, such as the community newspapers

D. Review lessons
—"check-up" exercises, in which students practice such skills as writing answers to written questions about the presented dialogs or readings, listening to spoken statements or questions about pictures and then making the correct response, filling in blanks with the correct grammatical form and appropriate vocabulary using context clues, and writing according to given instruction

II. Cultural note booklets (written in Chinese, Spanish and Vietnamese)
—explanations of the text's unit objectives and U.S. cultural assumptions, vocabulary and expressions as they relate to each lesson

STRENGTHS: —The content is especially relevant for LEP adults who are interested in finding and/or keeping a job in the United States.

—For persons needing English to cope with the language demands of their community or job sites, the exercises in the text are both functional and practical.

—Material is provided for the practice of both oral and written communication skills.

—Students have the opportunity to relate the language tasks in the text to their personal interests and experiences.

—The cultural notes for both teacher (in the instructor's editions) and for students (in the native language cultural notes booklets) add important contextual information needed to understand the meaning of the language being used.

—Students have the opportunity to practice language competencies with fellow students.

TITLE: EVERYDAY ENGLISH

AUTHOR(S): David Krulik and Barbara Zaffran

PUBLISHER: National Textbook Company
4255 West Touhy Avenue
Lincolnwood, Illinois 60646

MATERIALS AVAILABLE: 4 student books, Everyday English—Books 1-4
4 teacher's manuals

AGE LEVEL: Junior high school students and above, including adults

PROFICIENCY LEVEL: Beginner to intermediate

FORMAT:

A. Presentation of content
—illustrated vocabulary, statements, dialogs and reading passages relating to the theme of the unit

B. Oral exercises relating to the unit theme
—exercises as suggested in the teacher's manuals include repetition drills, substitution drills, replacement drills, conversion drills, chain drills and cued-response drills

C. Written exercises relating to the unit theme
—exercises include writing answers to written questions, writing letters following a given model, matching synonyms and antonyms with given lists of vocabulary words, making lists, completing word puzzles, filling in the blanks to complete sentences, and writing words that correspond to pictures

STRENGTHS:

—The concepts presented in the texts are practical and relevant to everyday situations.

—The exercises are numerous and varied.

—Reading and writing practices focus on meaning rather than mere manipulation of grammatical structures.

—Each lesson deals with an independent theme, such as the calendar, the body, clothing, food, feelings and emotions, and sports.

TITLE: I LIKE ENGLISH

AUTHOR(S): Kathlyn Gay and Lorre Hluchan Sintetos

PUBLISHER: Scott Foresman and Company
1900 East Lake Avenue
Glenville, Illinois 60025

MATERIALS AVAILABLE: 1 preschool/kindergarten level student book, I Like English, Beginner Book
6 elementary level student books, I Like English 1-6
7 teacher's editions
80 teaching cards with pictured concepts and vocabulary words printed on both sides

AGE LEVEL: Preschool/kindergarten through elementary school

PROFICIENCY LEVEL: Beginner to advanced

FORMAT: I. Beginner Book

A. Presentation of content
—the teacher orally presents vocabulary and grammatical structures in the context of the pictures in the Beginner Book with the support of hand puppets and available concrete objects

B. Follow-up activities
—students repeat the presented material, answer oral questions about the content, make statements about pictures or concrete objects, and color the pictures provided

II. Student Books 1-6

A. Presentation of content
—pictures (Book I and the first part of Book II) illustrated statements and dialogs (Books 2-4), or articles and stories (Book 5 and 6) that provide context to vocabulary and grammatical structures

—vocabulary words presented by means of pictures and example sentences (Book 1-3) or with definitions (beginning with Book 4)

B. Grammar
—new grammatical structures presented through pictures (Book 1), illustrated sentences (Books 2 and 3), and short explanations (Books 4-6)

C. Practices
—oral and written exercises, including making statements about a series of pictures (Book 1), identifying the written sentences that correspond to accompanying pictures (Book 2), filling in blanks to complete written sentences (Book 3), or writing phrases and whole sentences according to modeled patterns, and pronunciation and spelling exercises (beginning with Book 4)

D. Presentation of vocabulary and grammatical structures in new context
—pictures (Book 1), illustrated statements or dialogs (Books 2-4), or stories and short dramas (Books 5 and 6) that serve as bases for additional practice of learned vocabulary and grammatical structures

E. Tests
—testing students' understanding of vocabulary and grammar, including answering oral questions about pictures (Book 1), choosing the written sentences that correspond to an accompanying picture (Book 2), filling in the blanks (Book 3), completing sentences, transforming sentences, and expanding sentences (Book 4-6)

STRENGTHS: —Vocabulary and grammatical structures are presented in a sequenced format.

—Vocabulary and grammatical structures are presented within meaningful contexts.

—Many colorful pictures support the context especially in the first four books of the series.

—Previously learned material is constantly reintroduced.

—Oral skills are practiced before written language is introduced.

—The teacher's editions contain suggestions for supplementary activities focusing on meaningful communication.

TITLE: IN TOUCH

AUTHOR(S): Oscar Castro, Victoria Kimbrough, and Phyllis Ryan

PUBLISHER: Longman, Inc.
19 West 44th Street
New York, New York 10036

MATERIALS AVAILABLE: 3 student books, In Touch 1-3
3 workbooks
3 teacher's manuals
6 pre-recorded cassette tapes, 2 for each student book

AGE LEVEL: High school students and above

PROFICIENCY LEVEL: Beginner to intermediate

FORMAT: I. Text

A. Presentation of content
—illustrated conversations within social, academic or business settings

—written information presented in a variety of forms, including illustrated narratives, letters, charts, newspaper ads, articles, and cartoons

B. Oral exercises based on presented content
—repeating spoken phrases

—working in pairs to produce and practice original variation of given short dialogs

—listening to recorded dialogs or narratives for specific information

—listening to a partner read aloud a conversational line and selecting a conversational response from two options

C. Written exercises based on the presented content
—carrying out functional activities, such as writing application letters, invitations, thank you notes, want ads

—responding to written content questions about dialogs and readings

—indicating appropriate responses to given written sentences

—filling in blanks using contextual or syntactic clues (a cloze-type activity)

D. Language summary
—examples of purposes for which language was used in the lesson

—grammar "boxes," summarizing syntactical structures used in the unit

—a list of new vocabulary words and phrases used in the unit

II. Workbook—students practice reading and writing
—reading and writing exercises, games, puzzles, and other activities designed for individual practice

STRENGTHS: —Functional language (language for communicating needs, desires, questions, opinions and feelings) is stressed throughout the series.

—Students have the opportunity to practice specific grammatical structures through exercises focusing on meaningful and purposeful communication.

—All language is presented in a specific context.

—Natural language (the kind a native speaker would ordinarily use in a given situation) is used in both the presentation of content and in follow-up exercises.

—Students have the opportunity to practice using context clues to get essential information from oral and written passages containing some words and expressions beyond their productive ability.

—The use of the same characters throughout the book provides for continuity of content.

—Functions, grammar and vocabulary are reintroduced and practiced throughout the book.

—The many student to student communication practices permit students to spend much of the class time actually speaking and listening to English.

—Students are constantly given the opportunity to relate the language practices to their own interests and experiences.

TITLE: IN TUNE

AUTHOR(S): Manuel C.R. dos Santos

PUBLISHER: Scott, Foresman and Company
1900 East Lake Avenue
Glenville, Illinois 60025

MATERIALS AVAILABLE: 4 student books, In Tune, Book 1-4
4 teacher's annotated editions
4 cue books
4 workbooks/manuals
12 pre-recorded language cassettes, 3 for each student book
4 pre-recorded song cassettes

AGE LEVEL: Adult

PROFICIENCY LEVEL: Beginner to high intermediate

FORMAT: I. Text

A. Presentation of content for oral practice
—one or more illustrated conversations

—several mini-conversations

—vocabulary definitions (beginning mid-way in Book 2)

B. Exercises focusing on presented content
—reconstruction of conversation through cloze techniques (Book 1 only)

—answering questions about the conversations; students work in pairs

—creating original dialogs related to the topic of the conversations; students work in pairs

C. Vocabulary list

D. Grammar Summary

E. Exercises focusing on the developing of presented structures and expansion of vocabulary
—answering questions based on pictures in cue books

—forming sentence expansions based on picture and verbal cues

—answering personal questions

—selecting the correct word to complete sentences

—asking personal questions

F. Reading practice
—readings in diverse forms followed by content questions

G. Writing practice
—guided writing exercises

H. Pronounciation drills

I. Review tests
—answering questions

—sentence completions

II. Workbooks
—additional oral and written exercises based on the vocabulary and structures presented in the texts

III. New Horizons in English Picture Show
—series of picture cards to be used to present vocabulary and generate conversation

IV. Skill sharpeners, 1-4
—additional exercises and activities to reinforce and extend skills presented in texts.

V. Pre-recorded cassettes
—dialogs, readings, and exercises from the text

STRENGTHS: —There is much stimulating visual material in the texts.

—The dialogs contain natural language and are based on real life situations.

—The topics of the readings are contemporary, interesting and relevant to many adults in the United States.

—There is a wide variety of short exercises.

—Content reading practices deal with implicit meanings as well as explicit.

—The emphasis is on developing oral communicative skills, but reading and writing exercises are also provided.

—Material is presented in a sequential format.

—Meaning is an important element of all exercises.

—There are many opportunities for students to be creative and imaginative in their responses.

TITLE: INTERMEDIATE ENGLISH

AUTHOR(S): Michael Walker

PUBLISHER: Addison-Wesley Publishing Company
1843 Hicks Road
Rolling Meadows, Illinois 60008

MATERIALS AVAILABLE: 2 student texts, Intermediate English, Books 1 and 2
1 teacher's guide (to use with both student texts)
pre-recorded cassette tapes

AGE LEVEL: High school and adults

PROFICIENCY LEVEL: Intermediate

FORMAT:

A. Presentation of content for oral practice
—illustrated dialogs within a situational framework

B. Exercises based on the content of the dialogs
—repetition of the dialogs

—reading the dialogs out loud

—making original substitutions in the dialogs

—acting out the dialogs

C. Follow-up exercises
—creating dialogs for specific situations following given guidelines

—acting out the created dialog with a peer

D. Writing exercises
—guided and free writing exercises based on a photo, picture, cartoon or written instructions

E. Readings
—selections by British and American authors

—follow-up comprehension questions

—follow-up composition assignments

F. Presesentation of structures
—dialogs representing specific grammatical structures

—explanations and examples of usage (Book 2 only)

—substitution practices to create new dialogs

G. Self-tests
—fill in blanks to complete sentences

—composition assignments

STRENGTHS: —Functional language is emphasized.

—Practical examples of the usage of specific grammatical structures.

—Content meaning is an important element in most oral drills.

—Humor is used as a motivating device.

—There are many opportunities for students to use their own experiences and interests in completing the exercises.

—There are opportunities for peer interaction.

—Comprehension exercises deal with implicit meaning as well as explicit meaning.

—There are numerous pictures, photos, and drawings that support the context of the material being presented.

—There are many suggestions for creative writing exercises.

TITLE. LADO ENGLISH SERIES

AUTHOR(S): Robert Lado

PUBLISHER: Regents Publishing Company, Inc.
2 Park Avenue
New York, New York 10016

MATERIALS AVAILABLE: 6 student books
6 workbooks
6 teacher's manuals
6 pre-recorded cassette tapes

AGE LEVEL: High school students and adults

PROFICIENCY LEVEL: Beginner to advanced

FORMAT: I. Text

A. Presentation of content
—illustrated conversations which students memorize and practice through dramatization

—the intonation pattern for each sentence is provided in diagram form.

B. Follow-up practice
—sentences, usually in the form of questions and answers, that focus on grammatical structures used in the initial conversation

—mechanical drills through which students manipulate the indicated structures by orally substituting new words or forming sentence expansions from spoken or written cues.

C. Grammar
—examples of grammatical structures followed by written rules for usage

—mechanical grammar drills, including word substitutions and sentence expansions following given cues.

D. Oral communication practice
—illustrated short dialogs using presented vocabulary and grammatical structures, which students vary by making word substitutions or use as a base for creating new dialogs.

E. Reading practice
—illustrated reading passages followed by written questions about the content

F. Pronunciation
—diagrams indicating the mouth and tongue formation used to pronounce specific phonemes

—sentences which focus on the indicated sounds

G. Expanded language
—beginning with Book 2, students provide creative answers to questions about illustrations

—beginning with Book 5, discussion questions follow the conversations.

II. Workbook
—oral practices, such as listening to spoken sentences and responding by filling in the blanks in given sentences or marking the sentence that corresponds to the content of the spoken sentences

—reading passages followed by written questions about the content

—writing exercises, including filling in the blanks to complete the dialogs presented in the texts, writing sentence transformations, sentence expansions, or sentence completions

—spelling exercises

—guided compositions

STRENGTHS: —Language vocabulary and grammatical structures are presented in the form of dialogs.

—Opportunities to practice grammatical structures are provided through numerous mechanical drills.

—Pictures support the context of the presented language.

—Grammatical structures and vocabulary are presented in a sequenced format.

—Readings and content questions focus on the meaning of the presented language.

—In the advanced texts, students have the opportunity to use language to express original ideas in creative ways.

TITLE: LANGUAGE IS YOU: A BASIC SKILLS PROGRAM

AUTHOR(S): Fred T. Elliott

PUBLISHER: Addison-Wesley Publishing Company, Inc.
Menlo Park, California, 1983

MATERIALS AVAILABLE: 2 student books, Language is You, Book 1 and 2
2 teacher's editions

AGE LEVEL: Junior high school students and above

PROFICIENCY LEVEL: Intermediate to advanced

FORMAT:

A. Grammar explanations sequenced from simple to complex
—word forms (morphology)
—sentence patterns (syntax)
—choice of words and sentence patterns (diction and style)
—skills needed to write expository, narrative and descriptive paragraphs, formal and informal letters, invitations and longer compositions

B. Grammar exercises
—underlining the indicated parts of sentences
—capitalizing and punctuating
—changing words and sentences to the indicated forms
—identifying specific kinds of words and sentences
—filling in the blanks with the correct word form
—identifying incorrect word and sentence forms and rewriting them
—writing original sentences according to indicated models

C. Mastery tests (at the end of each book)
—the tests consist of the same kind of activities as those used in the grammar exercises

D. Creative writing activities
—suggestions are given in the teacher's editions

E. Oral expression
—suggestions for activities are given in the teacher's editions

STRENGTHS: —The grammar rules are presented in a sequenced format, from simple to complex.

—Students have the opportunity to focus on writing skills needed for completing tasks both in and out of school.

—Students have the opportunity to analyze specific elements of formal and informal written language and to practice using them.

TITLE: LAUBACH WAY TO ENGLISH

AUTHOR(S): Frank C. Laubach, Elizabeth Mooney Kirk, and Robert S. Laubach

PUBLISHER: New Readers Press
Publishing Division of Laubach Literacy International
Box 131
Syracuse, New York 13210

MATERIALS AVAILABLE: 5 student texts—Laubach Way to Reading
Skill Book 1—Sounds and Names of Letters
Skill Book 2—Short Vowel Sounds
Skill Book 3—Long Vowel Sounds
Skill Book 4—Other Vowel Sounds
Skill Book 5—Special Consonant Sounds
5 correlated student readers
5 correlated student workbooks
5 teacher's manuals for teaching English speaking students
5 ESOL teacher manuals for teaching English to speakers of other languages
5 correlated ESOL illustration booklets (to be used by teachers)

AGE LEVEL: Junior high school students and above

PROFICIENCY LEVEL: Beginner to intermediate

FORMAT: Note: In the teacher's manual, it is stated that the "LAUBACH method" was designed specifically for a one-to-one tutoring type of instruction, but it is also suggested that the program can be adapted for classroom use.

I. Conversation skills

A. Presentation of material for oral practice
Note: Guidelines for the presentation and drilling of oral skills are found only in the ESOL teacher's manual. Students do not have printed material for this aspect of the program.

—dialogs modeled by the teacher using suggested visual aids, including the illustration booklet.

—vocabulary in sentence form modeled by the teacher using suggested visual aids, such as calendars, clothes, and snapshots

B. Oral drilling of presented material
—substitution drills with vocal and visual cues

—sentence transformation drills with given models

—question and answer drills with given models

—sentence expansion drills with given models

C. Grammatical structure patterns
—grammatical structures presented by the teacher

—oral exercises based on presented material

D. Pronounciation practice
—specific sounds modeled by the teacher

—oral exercises focusing on the presented sounds

II. Reading and Writing Skills

A. Reading material
Note: From this point on, students use the printed material in the texts.

—illustrated charts focusing on words containing specific letters and sounds

—statements or short stories incorporating words containing specific sounds

—illustrated information pertaining to daily survival skills (beginning with Skillbook 3)

B. Oral and written exercises based on reading material
—oral repetition of material spoken by the teacher

—oral reading by individual students

—writing sentences dictated by the teacher

—writing answers to written comprehension questions

—filling in the blanks in written sentences

—marking the word that contains the sound spoken by the teacher

C. Writing exercises
—copying written letters and words

—filling in the missing letters of written words

—writing the indicated new form of words, such as the past form, the plural form, and the third person singular form

III. Workbooks—additional oral and written exercises based on the material presented in the texts.
—writing names of illustrated objects

—putting words in correct order to make a sentence

—filling in the blanks with the correct word or word form

—identifying which written words correspond to those spoken by the teacher.

IV. Readers—reading passages corresponding to the vocabulary level of the text to which it is correlated

STRENGTHS: —Attention is given to both oral and written skills.

—Writing practices focus on the needs of illeterate teenagers and adults.

—Individual sounds are identified and practiced.

—The approach begins with the spoken word and moves directly to the written word.

—Pictorial memory association clues are provided in the beginning lessons to help identify and reproduce letters.

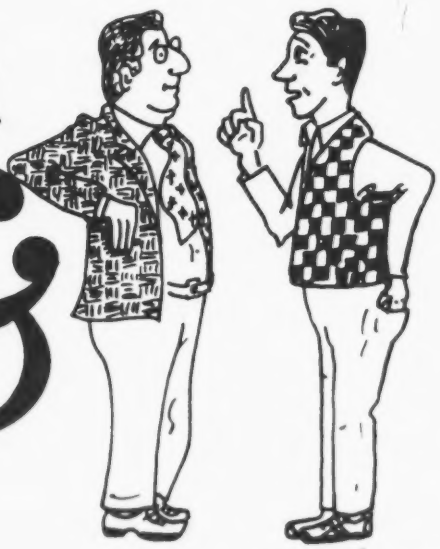
—The teacher's manuals provide detailed instructional strategies.

TITLE: LISTENING IN AND SPEAKING OUT

AUTHOR(S): Gary James, Charles C. Whitley, and Sharon Bode

PUBLISHER: Longman, Inc.
19 West 44th Street
New York, New York 10036

Listening In & Speaking Out



MATERIALS AVAILABLE: 2 student books, Listening In and Speaking Out, Intermediate and Advanced
2 pre-recorded cassette tapes

AGE LEVEL: High school students and adults

PROFICIENCY LEVEL: Intermediate to advanced

FORMAT:

A. Activitiets to prepare for listening to the recorded discussion
—students listen to and write down recorded introductory statements that tell them something about the theme of the monolog to be presented.

—students read the written definitions of some vocabulary items used in the recorded monolog

—students read, but do not complete, incomplete statements with multiple choice items, one of which coresponds to the content of the monolog

B. Presentation of the monolog
—the recorded monolog, which lasts approximately one minute, deals with the theme of the lesson

C. Follow-up activities
—completion of the incomplete statements with the correct multiple choice item

—guided retelling exercises in which students give their version of the monolog (advanced students may choose not to depend on the guide phrases provided)

—a cloze-type filling in the blanks exercise in which students use context clues to complete the written transcript of the monolog

—guided discussions in which students work in pairs and talk about topics related to the theme of the monolog using the written guide sentence as a format

D. Activities to prepare for listening to the recorded discussion
—students read the written definitions of some vocabulary items used in the recorded discussion

—students read, but do not complete, incomplete statements with multiple choice items, one of which corresponds to the content of the recorded discussion

E. Presentation of the discussion
—the recorded discussion, in which four native English speakers exchange opinions about the theme of the lesson in a seemingly unrehearsed, spontaneous fashion

F. Follow-up activities

—completion of the incomplete statements with the correct multiple choice item

—a guided retelling exercise

—inference practice, in which students, working in small groups, decide if given written information can be reasonably inferred from the statements heard in the recorded discussion

—a cloze-type filling in the blanks exercise, in which students use context clues to complete the written transcript of the recorded discussion

—discussion practice in which students interact their own opinions and ideas about topics related to the content of the recorded monolog and the recorded discussion

STRENGTHS: —Students have the opportunity to develop the skill of understanding and responding to English spoken at normal speed.

—Students have the opportunity to listen to authentic, informal natural language that includes interruptions, unfinished sentences, awkward constructions, people talking simultaneously, and a wide range of emotional tones.

—The topics of the recorded monologs and discussions are likely to be of interest to the adult learner.

—The exercises provided in the texts allow the learners to "dissect" the speech that they hear, to develop prediction skills, and to use acquired language skills to engage in meaningful conversation.

—Students have the opportunity to relate some of the exercises to their own interests and experiences.

—The suggested activities are student centered.

—The format of the activities permits students with different levels of communication skills to participate.

TITLE: MODERN AMERICAN ENGLISH

AUTHOR(S): Robert J. Dixson

PUBLISHER: Regents Publishing Company, Inc.
2 Park Avenue
New York, New York 10016

MATERIALS AVAILABLE: 6 student books, Modern American English 1-6
6 workbooks
6 teacher's manuals
6 pre-recorded cassette tapes

AGE LEVEL: High school students and above, including adults

PROFICIENCY LEVEL: Beginner to advanced

FORMAT: I. Text

A. Presentation of content
—illustrated readings with comprehension questions

—written questions and answers about pictures

—dialogs accompanied by an illustration

B. Grammatical structures
—explanations of grammatical patterns

—written examples of usage of grammatical structures

—mechanical drilling of grammatical structures

C. Pronunciation practice
—repetition of words focusing on phonemic sounds

—repetition of sentences focusing on stress and intonation.

D. Communication practices
—working in pairs, students ask and answer questions about illustrations

—students respond to personal questions suggested in the teacher's manual

II. Workbook

—additional exercises focusing on vocabulary study, grammatical structure and pattern practice, reading comprehension, and conversation practice.

STRENGTHS: —Language is presented in a meaningful context supported by numerous pictures.

—Grammar is presented in a sequenced and controlled format.

—There are many mechanical grammar drills.

—Reading and follow-up exercises focus on content meaning.

—There are opportunities to use learned vocabulary and grammatical structures for meaningful communication.

—Both oral and written communication skills are practiced.

TITLE: NEW HORIZONS IN ENGLISH

AUTHOR(S): Lars Mellgren and Michael Walker

PUBLISHER: Addison-Wesley Publishing Co.

MATERIALS AVAILABLE: 6 student texts, New Horizons in English Books 1-6
6 workbooks
1 set of picture cards (New Horizons in English Picture Show)
4 skill sharpeners

AGE LEVEL: High school students and adults

PROFICIENCY LEVEL: Beginners to advanced

FORMAT: I. Text

A. Presentation of content for oral practice
—illustrated dialogs

—informational statements relating to pictures

—definitions and examples of usage of vocabulary and idioms

B. Oral drills
—repetition of questions and answers based on pictures

—sentence expansions using visual and written cues

—completing missing phrases in dialogs

—answering questions based on pictures

—answering personal questions

—substituting words in sentences using visual and written cues

—selecting the correct word to complete sentences

C. Listening practice—students practice listening to spoken English and show level of comprehension by selecting the pictures that correspond to the script.

D. Readings
—readings for information only

—readings followed by content questions to be answered orally

—readings followed by discussion questions calling for students' opinions

—readings followed by suggestions for guided written composition practices

E. Grammar summary and vocabulary list

F. Songs

II. Workbook/Tape Manuals—lessons correspond to those of the student books

A. Reading and writing exercises

B. Pronunciation and listening exercises

III. Cue Books

—charts and drawings that serve as visual aids for oral exercises in both student books and workbook/tape manual

IV. Language cassettes

—recorded material to be used for oral exercises in student books and workbook/tape manuals

V. Song cassettes

—recordings of six songs for each student book; the lyrics appear after every six lessons

STRENGTHS: —The language used throughout the series is both functional and natural.

—Humor and music are used as motivating devices.

—Content is an important element of all the exercises.

—There are many opportunities for students to produce original comments based on personal experience and interest.

—Grammar is formally presented.

—Many exercises call for peer interaction.

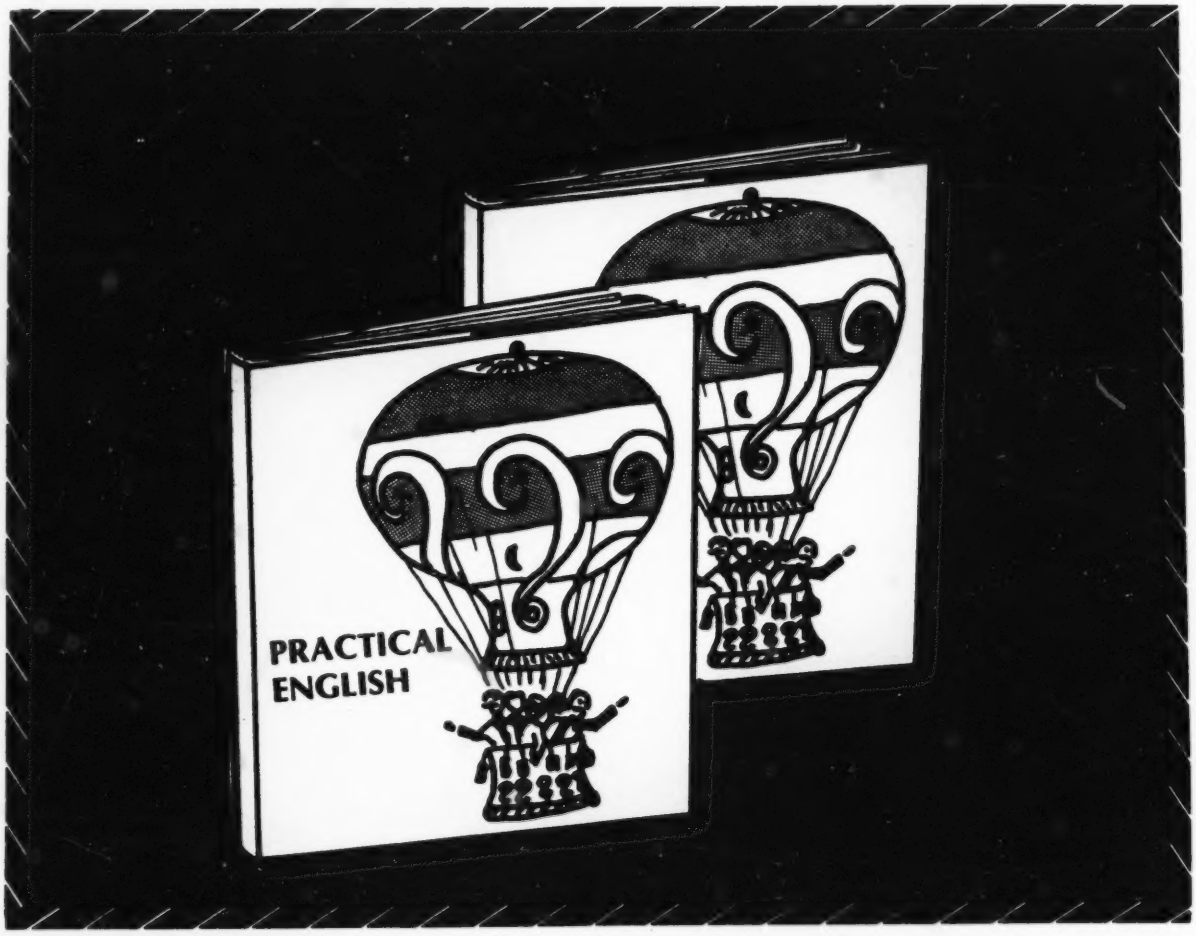
—Vocabulary, structure, and language functions are systematically presented.

—Suggested enrichment activities can be found in the teacher's annotated editions.

TITLE: PRACTICAL ENGLISH

AUTHOR(S): Tim Harris

PUBLISHER: Harcourt Brace Javonovich, Inc.
757 Third Ave.
New York, New York 10017



MATERIALS AVAILABLE: 3 student books, Practical English 1-3
3 workbooks, Writing Practical English 1-3
3 instructor's manuals
3 sets of pre-recorded cassette tapes

AGE LEVEL: High school students and adults

PROFICIENCY LEVEL: Beginner to advanced

FORMAT: I. Text

A. Presentation of content
—statements about illustrated situations, dialogs accompanied by drawings, and illustrated readings used to present vocabulary and to highlight specific grammatical structures

B. Follow-up exercises
—answering questions on presented content to indicate level of comprehension

—drilling grammatical structures through sentence completions, word substitutions and sentence transformations following modeled patterns.

C. Vocabulary list and grammar summary

II. Workbook

—written drills on specific grammatical structures, including answers to questions about pictures, forming written questions following given cues, transforming sentences according to modeled patterns, writing statements that describe pictures, substituting words in given sentences and writing sentence completions.

—suggested practice of meaningful written communication, such as writing answers to personal questions and writing original compositions

STRENGTHS: —Grammatical structures can be practiced orally through audiolingual methods, that is, listening to spoken language, repeating, and participating in mechanical drills.

—The meaning of language is also given attention in the presented content, especially through the content questions that students answer.

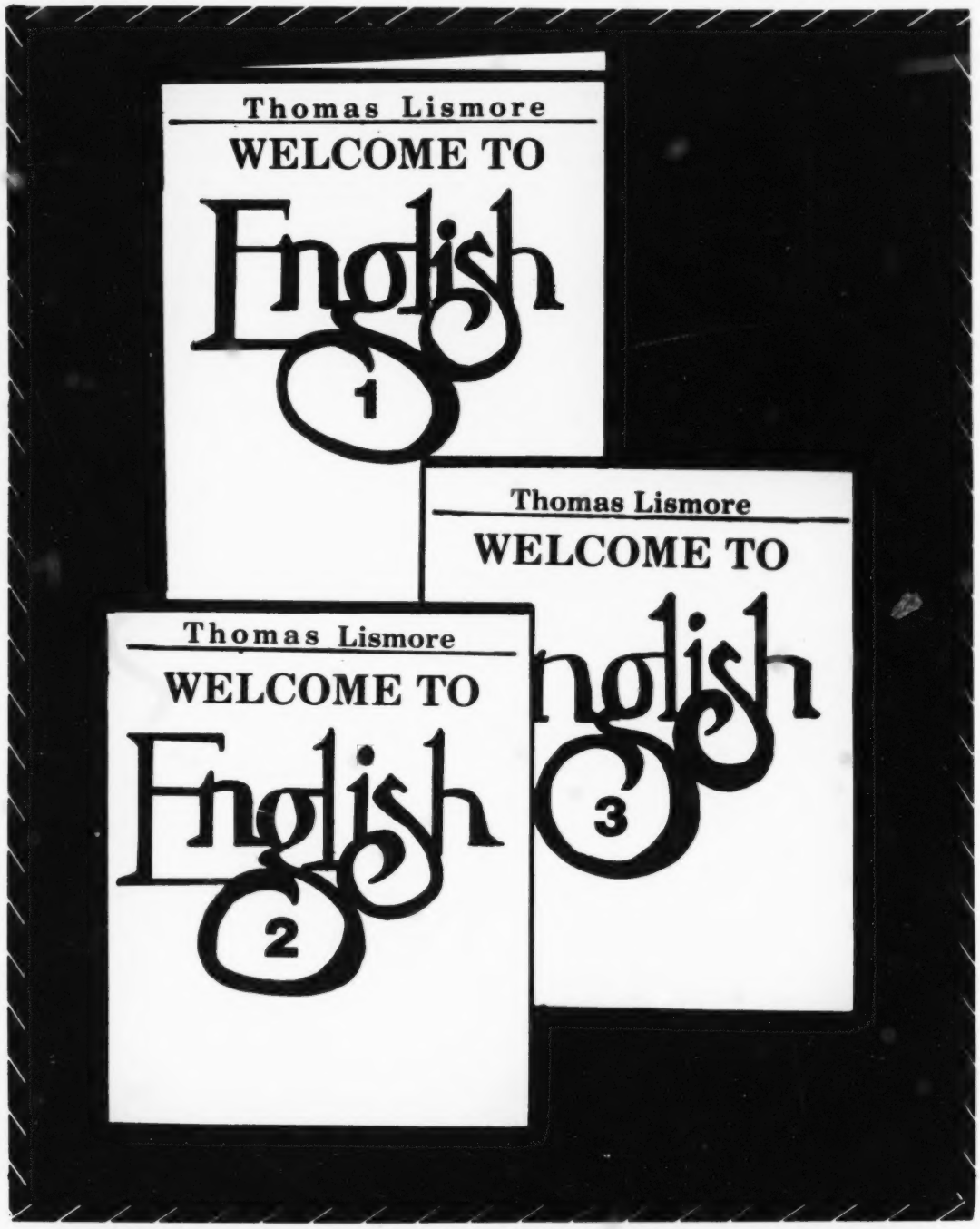
—A storyline that developes throughout the entire series gives depth to the characters and adds to the content of the presented material.

—There are numerous pictures that also aid in providing a meaningful context to the content of the language.

TITLE: WELCOME TO ENGLISH

AUTHOR(S): John Chapman—Welcome to English, Let's Begin
Thomas Lismore—Welcome to English, Books 1-5

PUBLISHER: Regents Publishing Company, Inc.
2 Park Avenue
New York, New York 10016



MATERIALS AVAILABLE: 6 student books, Welcome to English, Let's Begin and Welcome to English, Books 1-5
3 teacher's manuals
1 for Let's Begin, 1 for Books 1-3, and 1 for Books 4 and 5
18 pre-recorded cassette tapes—2 for Book 1 and 4 each for Books 2-5

AGE LEVEL: Elementary school children (grades 1-3)

PROFICIENCY LEVEL: Beginner to intermediate

FORMAT: I. Welcome to English, Let's Begin

A. Presentation of content
—three or four vocabulary words and/or simple sentence patterns introduced orally by teacher and visually through pictures in the text

B. Follow-up activities—students relate presented content to concrete materials
—cutting and pasting to complete pictures about the content, connecting the dots to make drawings, completing drawings by filling in the missing parts, and coloring pictures with crayons

C. Oral exercises—students practice listening and speaking
—working in pairs, students describe pictures to each other, participate in directed dialogs and take turns asking and answering questions related to the presented content

II. Welcome to English, Books 1 and 2

A. Presentation of content
—illustrated written sentence patterns, including classroom expressions, some nursery rhymes, and everyday vocabulary

B. Follow-up oral and writing exercises
—individualized activities include reading the material silently and then looking up and saying it out loud, copying sentences in notebooks, ordering scrambled sentences, and filling in blanks

—group activities include working in pairs to unscramble sentences, participating in question and answer sessions, and working in teams to write down as many sentences as possible using certain vocabulary words

III. Welcome to English, Books 3, 4, and 5

A. Reading Passages followed by content questions and answers—students practice reading

B. Graphic presentations of grammar structures

C. Vocabulary lists

D. Oral and written exercises
—orally retelling the main ideas of the readings

—producing original written sentences on a given topic

—oral and written grammar drills

STRENGTHS: —Material is presented orally before the introduction of written language.

—In the beginning books, there is visual support for the content.

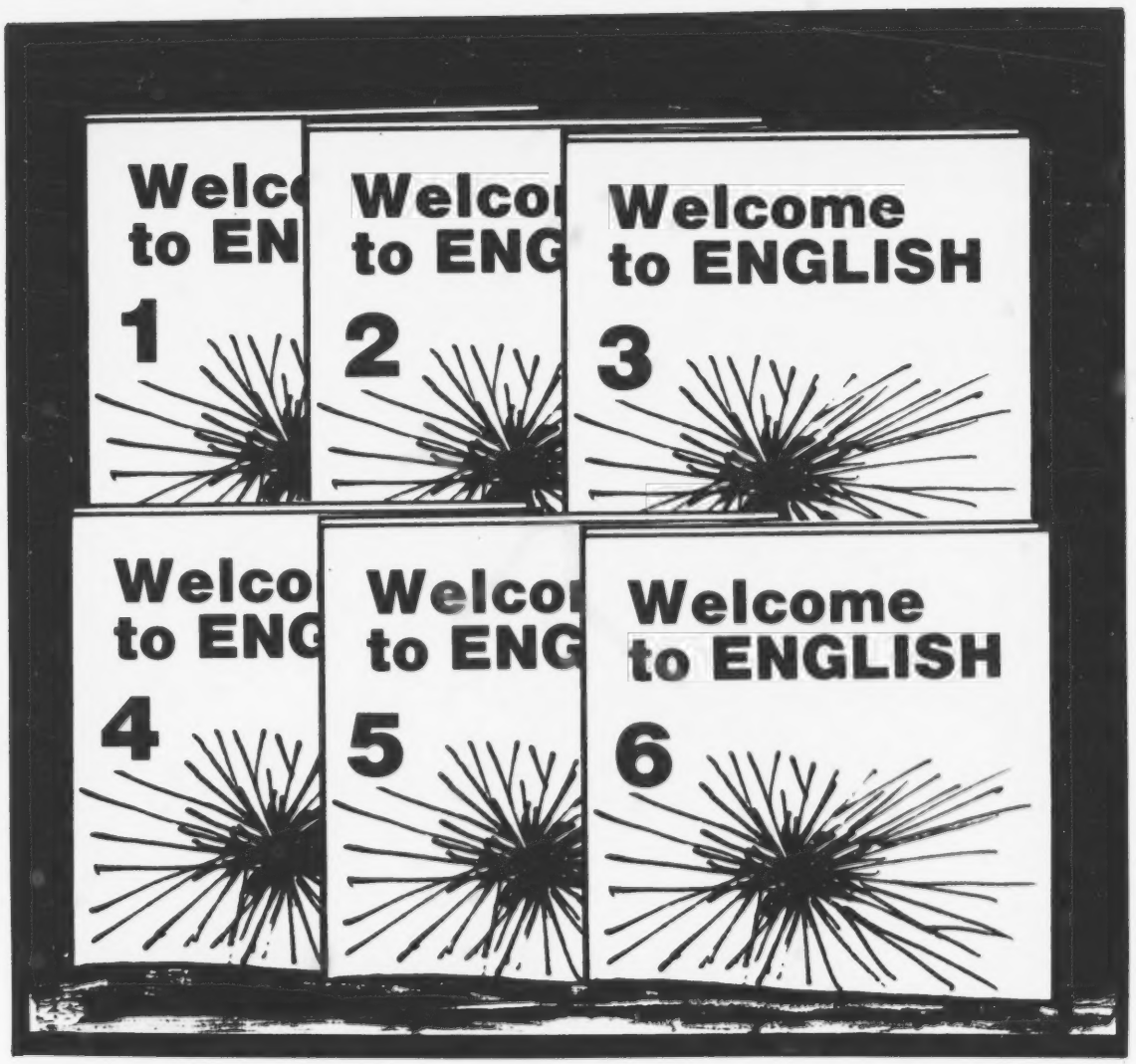
—Emphasis is on functional and meaningful language that is of practical value for carrying out activities both inside and outside the classroom.

—Suggested activitites intended to reinforce the presented material, such as physical actions, games, and peer to peer interaction and group efforts, seem appropriate for young learners.

TITLE: WELCOME TO ENGLISH

AUTHOR(S): Willard D. Sheeler

PUBLISHER: English Language Services, Inc.
A Division of W.E.R.A., Inc.
5761 Buckingham Parkway
Culver City, Ca 90230



MATERIALS AVAILABLE: 6 student texts, Welcome to English 1-6
6 graded readers
1 introductory teacher's manual
3 teacher's guides (1 for every 2 texts)
4 workbooks
1 grammar and drillbook
2 review and check-up booklets
1 handwriting workbook
6 pre-recorded cassette tapes to accompany the texts
6 pre-recorded cassette tapes to accompany the readers

AGE LEVEL: High school students and adults

PROFICIENCY LEVEL: Beginner to advanced

FORMAT: I. Text

A. Presentation of content material
—illustrated written information in the form of dialog series of statements, questions and answers, or readings

—in Books 1 to 4, much of the presented material focuses on a developing storyline with the same characters

—in Books 5 and 6, there are readings that deal with topics of current concern followed by questions for discussion

B. Grammar drills
—exercises focusing on specific structures include substitution drills, answering questions according to a given format, sentence completions with the aid of given cues, forming questions following a given model, sentence construction and transformation using given cues, and participation in structured dialogs

C. Pronunciation drills
—repetition of words and phrases spoken by the instructor or those recorded on the cassette tapes, paying special attention to the indicated vowel and consonent sounds as well as to sentence stress and intonation patterns.

D. Vocabulary list—students practice reading, listening, and speaking
—new vocabulary presented in the lesson, arranged according to grammatical categories

E. Listening and speaking practice (after every four lessons)
—dialogs from the pre-recorded cassettes or as modeled by the instructor to be listened to by the students for practice in listening comprehension

II. Reading and Exercise Series—

—stories correlated with the material presented in the texts

—written vocabulary and grammar exercises

III. Workbooks (accompanying the first four texts)

—additional exercises with the purpose of reinforcing students' reading and writing skills, including readings followed by comprehension questions, cloze-type practices, picture and crossword puzzles, exercises in matching sounds to written leters, punctuation and capitalization practices, guided paragraph writing and dictation.

IV. Grammar and Drillbooks (accompanies Books 5 and 6)—students practice reading, listening, speaking and writing

—oral and written exercises through which the students can practice indicated grammar points

V. Review and Check-up booklets

—questions relating to readings, dialogs and/or pictures

—summary comprehension questions relating to the storyline of the first four texts

—50-item multiple choice test based on oral questions after every twelve lessons of the text

VI. Handwriting Workbook

—writing practice for students who are using the Roman alphabet for the first time

STRENGTHS: —The program is meticulously structured and comprehensive.

—The texts and collateral material contain exercises useful for the practice of both oral and written English skills.

—Stress is given to meaningful language presented in context supported by many pictures.

—The continuing storyline of the first four texts provides continuity of content throughout the lessons.

—Attention is also given to oral and written drills of isolated grammatical structures.

—Both vocabulary and syntax are purposely controlled and sequenced from simple to complete.

TITLE: WORLD ENGLISH

AUTHOR(S): Peter Jovanovich and Christopher Morris

PUBLISHER: Harcourt Brace Jovanovich, Inc.
757 Third Avenue
New York, New York 10017

MATERIALS AVAILABLE: 6 student books, World English 1-6
6 teacher's books
6 workbooks
36 pre-recorded cassette tapes

AGE LEVEL: High school students and adults

PROFICIENCY LEVEL: Beginner to advanced

FORMAT: I. Text

A. Dialogs accompanied by illustrations
—the dialogs depict everyday incidents in the lives of a certain group of people—every two books in the series has a different set of characters in a different setting

—each dialog focuses on a specific function of language, such as asking for and giving directions, agreeing and disagreeing, and asking permission

—each dialog represents specific grammatical structures in a context

B. Follow-up oral exercises
—making statements that accompany illustrations

—asking and answering questions about accompanying illustrations

—asking and answering personal questions based on the indicated language function

C. Grammar
—graphic representations of specific grammatical structures

—Books 5 and 6 have written exercises following the grammar presentations

D. Readings
—reading passages followed by written content questions that require true/false answers, information answers, inferences, or judgements and evaluations

E. Writing activities
—exercises range from producing simple sentences following a given model (Book 1) to producing letters guided only by general instructions (Book 6)

F. Pronunciation practice
—exercises range from listening to and repeating isolated vowel and consonant sounds to listening to and repeating complete sentences, focusing on intonation and stress patterns

G. Listening practice
—students first listen to a spoken passage

—after listening to the passage, students respond by filling in the blanks to complete written sentences that correspond to the spoken sentences, and identifying the spoken sentences that have the same meaning as a given written sentence

II. Workbook

—additional exercises in vocabulary, grammar structures, reading, writing and pronunciation

STRENGTHS: —Specific language functions, such as asking for and giving permission, are presented as they naturally occur in everyday situations.

—Examples of the kind of language that native speakers use, including idiomatic expressions, are provided throughout the series.

—Students have opportunities to practice using learned vocabulary and grammatical structures for authentic communication with fellow students.

—Attention is given to the practice of both oral and written communication skills.

—The content of the dialogs and readings would probably interest most adult learners.

—Linguists and language teachers from diverse parts of the world were consulted in both the preparation and evaluation of the series.

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